



## KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COURSES 8-9

**Policy:** Knowledge and Employability courses provide students who meet the criteria with opportunities to experience success and become well-prepared for employment, further studies, citizenship and lifelong learning (*Knowledge and Employability Courses Policy 1.4.2*).

### VISION

Through Knowledge and Employability courses, students become active, responsible citizens, achieve their educational and career goals, improve the quality of life for themselves and their families, and positively impact their communities.

### PHILOSOPHY AND RATIONALE

The development of a distinctive sequence of courses such as Knowledge and Employability is based on input about the needs of learners gathered from consultations with education stakeholders throughout the province.

To meet the educational needs of students, Knowledge and Employability courses are designed for the student who learns best:

- when meaningful connections are made between schooling and personal experiences.

Knowledge and Employability courses assist students to make the transition from school to the workplace and community, prepare for responsible citizenship, and be recognized, respected and valued by employers and further education providers. The skills, abilities and work effort that Knowledge and Employability courses promote include:

- academic and occupational skills of a standard determined by the workplace to be necessary for success
- practical applications through on- and off-campus experiences and/or community partnerships
- career development skills to explore careers, develop a career-focused portfolio and assess career skills
- interpersonal skills to ensure respect, support and cooperation with others.

the focus is on the development and  
tion of reading, writing and  
mathematical literacy,<sup>1</sup> and essential  
ability skills  
experiential learning activities

LB  
1048  
C85  
A333  
2005  
gr.08-09

<sup>1</sup>Mathematical literacy: *Selecting and applying appropriate mathematical operations, problem-solving strategies, tools and  
y, and communicating using mathematical vocabulary in home, workplace and community experiences.*

CURR GD  
HIST

and Employability  
ication, Alberta, Canada

Occupational Courses 8-9 /1  
(September 2005 Field Test Draft)



Digitized by the Internet Archive  
in 2012 with funding from  
University of Alberta Libraries

<http://archive.org/details/knowledgeemplg8to900albe>

---

## KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COURSES 8–9

**Policy:** Knowledge and Employability courses provide students who meet the criteria with opportunities to experience success and become well-prepared for employment, further studies, citizenship and lifelong learning (*Knowledge and Employability Courses Policy 1.4.2*).

### VISION

Through Knowledge and Employability courses, students become active, responsible citizens, achieve their educational and career goals, improve the quality of life for themselves and their families, and positively impact their communities.

### PHILOSOPHY AND RATIONALE

The development of a distinctive sequence of courses such as Knowledge and Employability is based on input about the needs of learners gathered from consultations with education stakeholders throughout the province.

To meet the educational needs of students, Knowledge and Employability courses are designed for the student who learns best:

- when the focus is on the development and application of reading, writing and mathematical literacy,<sup>1</sup> and essential employability skills
- through experiential learning activities

- when meaningful connections are made between schooling and personal experiences.

Knowledge and Employability courses assist students to make the transition from school to the workplace and community, prepare for responsible citizenship, and be recognized, respected and valued by employers and further education providers. The skills, abilities and work effort that Knowledge and Employability courses promote include:

- academic and occupational skills of a standard determined by the workplace to be necessary for success
- practical applications through on- and off-campus experiences and/or community partnerships
- career development skills to explore careers, develop a career-focused portfolio and assess career skills
- interpersonal skills to ensure respect, support and cooperation with others.

---

1. *Mathematical literacy: Selecting and applying appropriate mathematical operations, problem-solving strategies, tools and technology, and communicating using mathematical vocabulary in home, workplace and community experiences.*



# Ex LIBRIS UNIVERSITATIS ALBERTENSIS

**Aboriginal I**  
For historical  
understanding,

(FNMI) experiences and perspectives, and recognition that First Nations, Métis and Inuit students have particular needs and requirements is necessary to enable all students to be respectful and responsible citizens.

Knowledge and Employability courses serve to facilitate positive experiences that will help Aboriginal students better see themselves in the curriculum and assist non-Aboriginal students to develop a better understanding of Alberta's First Nations, Métis and Inuit peoples.

## GOALS OF KNOWLEDGE AND EMPLOYABILITY COURSES

Knowledge and Employability courses provide students with practical and applied opportunities to develop competencies necessary to meet or exceed the following goals:

- earn a senior high school credential
- enter the workplace upon leaving school with employability and occupational skills that meet industry standards
- make successful transitions to other courses or to further education and training
- become responsible and contributing members of society.

## CROSS-CURRICULAR COMMUNITY AND WORKPLACE CONNECTIONS

Programs of study and resources for Knowledge and Employability courses are distinctive, in part, because they promote cross-curricular, community and workplace connections.

### Cross-curricular Connections

Knowledge and Employability courses promote the integration of subjects to emphasize their interrelationships and connections to other school subjects. The philosophy of Knowledge and Employability courses is that students learn best when they can clearly recognize connections, applications and relevance to a variety of everyday experiences. Organizing for instruction may include thematic units, subject integration within units and/or projects in other subjects.

### Workplace Connections

Employability courses provide practical and applied opportunities to develop basic reading, writing and mathematical literacy. Community and workplace connections ensure learning within applied contexts and connect the school with environments beyond school, and may include tours to local business and industry, mentorships, job shadowing and work experience.

Knowledge and Employability courses promote the development of career portfolios. Career portfolios help students connect their school experience to the world beyond school. Each portfolio will include exemplars of the student's on- and off-campus experiences and can be used when the student is seeking employment or other post-secondary opportunities. Items appropriate for inclusion in career portfolios are: resumes, samples of written work, awards and/or their representations, teacher and self-evaluation checklists, workplace assessment tools and employer letters of recommendation.

### SAFETY

Safety is emphasized and incorporated throughout Knowledge and Employability courses. Courses include basic safety rules and guidelines, and the safe use of tools, equipment and materials in school, home, community and workplace settings.

### TECHNOLOGY

Because technology is best learned within an applied context, Information and Communication Technology (ICT), and the use of computers and other technologies are included in Knowledge and Employability courses to help students make the transition to the world beyond school.

## ESSENTIAL UNIVERSAL SKILLS AND STRATEGIES

Knowledge and Employability courses emphasize universal skills and strategies that are essential to all students, including the following.

- Interpersonal skills to promote teamwork and respect for, support of and cooperation with others.
- Critical thinking to promote the analysis and appropriate applications of information.

- Creative thinking to promote identification of unique connections among ideas and insightful approaches to questions and issues.
- Decision making to promote making timely and appropriate decisions.
- Problem solving to promote the ability to identify or pose problems, and apply learning to consider the causes, dimensions of and solutions to problems.
- Metacognition<sup>2</sup> is thinking about thinking and enables students to become more aware of their own thinking and learning processes, and gain greater control of these processes.

## RELATIONSHIP TO OTHER COURSES

To enable students, as appropriate, to progress to other Knowledge and Employability course(s) and/or other secondary courses, each Knowledge and Employability course is consistent with the rationale, philosophy, program foundations and organization of other secondary courses.

## ENROLLMENT IN KNOWLEDGE AND EMPLOYABILITY COURSES

Students may take one or more courses in the sequence at any time during grades 8 through 12. Students may be enrolled in all courses, or a combination of Knowledge and Employability and other courses.

For information about identifying students for enrollment in one or more courses, see *Knowledge and Employability Courses Policy* and the *Information Manual for Knowledge and Employability Courses*.

## RATIONALE AND PHILOSOPHY OF THE JUNIOR HIGH KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT

The Knowledge and Employability courses are for students who learn best through hands-on, experiential learning activities in which the development of knowledge, skills and attitudes is relevant to their personal experiences. Meaningful

connections between in-school learning and the community result in successful transitions from the school setting to the workplace and prepare students for responsible citizenship.

Assessing the needs, learning styles and developmental stages of students and using materials, school and community resources and strategies that assist in addressing cross-curricular, community and workplace connections will enhance student success.

## GOALS OF THE KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT

Goals of the Knowledge and Employability Occupational Component are to:

- provide opportunities for students to explore a variety of career pathways
- provide opportunities for students to develop essential employability and workplace competencies through practical activities related to the home, workplace and community
- prepare students for employment by providing practical, workplace-related activities and projects common to and representative of a wide variety of careers, e.g., occupations at the C and D levels of the National Occupational Classification (NOC)
- promote curriculum integration by providing a practical environment and structure for the application, reinforcement and practice of Knowledge and Employability skills, knowledge and attitudes in English language arts, mathematics, science and social studies
- provide opportunities to explore personal strengths and interests related to future life and career opportunities
- promote the development of community partnerships that connect the school with the larger community that surrounds and supports the school, and that will assist students to transition from school to the workplace.

---

2. *Metacognition: Learning-to-learn strategies; awareness of processes and strategies one uses when learning.*

## ORGANIZATION AND STRUCTURE OF THE KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT

Throughout the Knowledge and Employability Occupational Component, students will investigate careers within broad occupational classifications, examine and connect personal competencies and interests to employment opportunities, and make career choices based on thoughtful consideration.

In junior high school the emphasis is on *exploration*, and students will:

- gain an awareness of the multiplicity of careers and career opportunities
- investigate a range of occupational areas
- gain an awareness of various working environments through an initial exposure
- examine personal interests and competencies
- develop basic essential and employability skills.

In senior high school the emphasis is on *orientation* and *preparation*.

During the *orientation* stage students will:

- link personal interests and competencies to career interests
- focus on groups of related occupations based on career interest
- gain an awareness of various working environments
- build upon and enhance their development of basic essential and employability skills.

During the *preparation* stage students will:

- focus on specific occupations or Occupational course
- continue to link personal interests and competencies to career interests
- continue to develop basic essential and employability skills required for direct entry into the workplace in the occupational pathway(s) of interest.

## COMMUNITY PARTNERSHIPS AND THE KNOWLEDGE AND EMPLOYABILITY OCCUPATIONAL COMPONENT

Community partnerships are experiences that bring the community into the classroom or take the classroom out into the community. Community partnerships are fundamental to the Integrated Occupational Program because they provide opportunities for practical applications of competencies developed in the classroom and expose students to experiences beyond the school.

Community partnership participation increases as students progress through the Occupational Component. In junior high school, community partnerships may involve classroom guest speakers, skill demonstrations and tours to a variety of community locations, including worksites. Job shadowing and/or work study experiences may take place near the end of junior high school and may continue into senior high school. In senior high school, community partnerships may also include work experience. Students in the last year of high school may spend a majority of their time off-campus at a worksite related to a selected career path.

### Junior High School

#### Areas of Study

The Knowledge and Employability Occupational Component in junior high school is comprised of nine **areas of study**, each with specific **units**. The Areas of Study emphasize the application of practical skills used in the workplace, home and community. **Units** are based on materials, tools, equipment, machines and/or processes used in related occupational sectors. The Knowledge and Employability Areas of Study are:

- Job Readiness
- Business
- Art/Design and Communication
- Fabrics
- Foods
- Horticulture
- Human Care
- Materials
- Mechanics.

The areas of study and related units may be combined to form a course or several courses during each year of the students' junior high school involvement in Knowledge and Employability. The interests and abilities of students, and resources such as facilities and staff, determine the strategies used and areas of study and units selected.

### **Levels of Study**

Because students may enroll in Knowledge and Employability courses at any time during junior high school, specific outcomes in the areas of study and units are organized into two levels based on expectations and student abilities rather than grade levels. Learning begins at the students' levels of understanding and abilities, and they progress through the levels as they demonstrate increased proficiency and capabilities.

Level 1: Students develop basic knowledge of the broad occupational classifications, general awareness of technical concepts related to the areas of study and units, desirable workplace attitudes and introductory practical competencies.

Level 2: Students develop a working understanding of technical concepts, continue to develop desirable workplace attitudes and demonstrate the ability to apply skills in specific situations and integrate competencies developed in level 1.

Throughout the levels, students explore personal competencies and interests, identify competencies required for a variety of workplace environments and begin connecting workplace needs to personal competencies.

### **SAFETY**

Safety is emphasized and incorporated throughout the Knowledge and Employability Occupational Component. The safe use of equipment and materials and general home, community and workplace safety are integral to the program. Each course includes outcomes on basic safety rules and guidelines that are to be applied when students are in workplace and other settings, and when they are handling and using tools, equipment, materials and supplies.

### **TECHNOLOGY**

Information and Communication Technology (ICT) outcomes have been infused into the specific outcomes of the Knowledge and Employability Occupational Component and are best learned within an applied context. As technology continues to advance, selecting and using appropriate, effective and efficient technologies that complement the learning process will enhance student performance.

### **LITERACY AND NUMERACY**

The literacy and numeracy skills developed in the academic courses should be further developed and reinforced through the infusion of literacy and numeracy outcomes into work-related activities in the Knowledge and Employability Occupational Component. Applying literacy and numeracy skills to a work context will enhance the students' abilities to speak and write effectively, read, comprehend and use written materials including graphs, charts and displays, and improve their competence in the use of mathematical applications related to work.

### **CAREER EXPLORATION AND AWARENESS**

Career exploration and awareness is an important component of the junior high Occupational course. Junior high students should be allowed to explore the various occupations within an area or industry. Students should also strive to become aware of the necessary training or education needed, expectations of employment, required duties, salary and outlook for the future. This exploration is crucial for students to identify occupations they might like and occupations that are best suited for their individual strengths.

### **ESSENTIAL AND EMPLOYABILITY SKILLS**

The primary focus of the Knowledge and Employability Occupational Component is on the development and application of:

- essential skills that relate to all careers
- employability skills that are relevant to finding and keeping work, such as appropriate workplace attitudes and related knowledge.

*The Alberta Framework of Essential Competencies and The Conference Board of Canada Employability Skill 2000+* documents were considered when developing the following set of skills outcomes for the Knowledge and Employability Occupational Component.

## **BASIC COMPETENCIES**

Essential and employability skills of the Junior High Knowledge and Employability Occupational Component include competencies and applications in relation to work skills, organizational skills, workplace performance and positive workplace attitudes.

### **Work Knowledge and Skills**

*Work knowledge and skills relate to completing general and specific workplace tasks.*

- work safety
- layout and measurement
- materials, tools and equipment handling
- machine operation
- maintenance
- clean-up and sanitation.

### **Organizational Skills**

*Organizational skills enhance one's ability to complete work skills.*

- plan and prepare
- think critically
- think creatively
- make decisions
- solve problems
- design and draw
- estimate and calculate.

### **Workplace Performance**

*Workplace performance demonstrates knowledge and application of work and organizational skills.*

- follow instructions
- clarify task requirements
- attend to detail
- work independently and as a member of a team
- use initiative wisely
- meet standards, e.g., accuracy, precision
- dependability, e.g., punctual, on schedule
- minimize waste
- continue to learn.

## **Positive Workplace Attitudes**

*Positive workplace attitudes are encouraged during the application of work and organizational skills:*

- safety consciousness
- self-discipline
- integrity
- adaptability
- perseverance
- cooperation, selflessness, concern for others
- responsibility
- enthusiasm, e.g., willingness to try
- commitment to improvement, e.g., accept advice and constructive criticism
- regard for the environment

## KNOWLEDGE AND EMPLOYABILITY

### Occupational Component

|                               |                                                                                                                                                                       | ORIENTATION                        |                                 |                                 |
|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------|---------------------------------|---------------------------------|
| Grade                         | EXPLORATION                                                                                                                                                           | 10                                 | 11                              | 12                              |
|                               | 8–9<br>Levels 1 – 2                                                                                                                                                   |                                    |                                 |                                 |
| Job Readiness                 | <ul style="list-style-type: none"> <li>Personal and Workplace Safety</li> <li>Employment Exploration</li> <li>Acquiring a Job</li> <li>Keeping a Job</li> </ul>       | Workplace Readiness 16             | Workplace Practicum 26          | Workplace Practicum 36          |
| Business Services             | <ul style="list-style-type: none"> <li>Communicating with Others</li> <li>Searching for Information</li> <li>Representing Information</li> </ul>                      | Business Services 16               | Office Services 26              | Office Services 36              |
|                               |                                                                                                                                                                       |                                    | Sales and Service 26            | Sales and Service 36            |
|                               |                                                                                                                                                                       |                                    | Shipping and Receiving 26       | Shipping and Receiving 36       |
| Art/Design and Communications | <ul style="list-style-type: none"> <li>Art Fundamentals</li> <li>Graphic Arts</li> <li>Photography</li> <li>Audio/Video</li> </ul>                                    | Art/Design and Communications 16   | Media Communications 26         | Media Communications 36         |
|                               |                                                                                                                                                                       |                                    | Design 26                       | Design 36                       |
| Fabrics                       | <ul style="list-style-type: none"> <li>Basic Sewing</li> </ul>                                                                                                        | Fabrics 16                         | Fabrics 26                      | Fabrics 36                      |
| Foods                         | <ul style="list-style-type: none"> <li>Basic Cooking</li> <li>Snacks and Convenience Foods</li> <li>Basic Baking</li> </ul>                                           | Foods 16                           | Commercial Cooking 26           | Commercial Cooking 36           |
|                               |                                                                                                                                                                       |                                    | Food Preparation and Service 26 | Food Preparation and Service 36 |
| Human Care                    | <ul style="list-style-type: none"> <li>First Aid</li> <li>Child Care (Noninfants)</li> </ul>                                                                          | Human Care 16                      | Child Care 26                   | Child Care 36                   |
|                               |                                                                                                                                                                       |                                    | Home Care 26                    | Home Care 36                    |
| Horticulture                  | <ul style="list-style-type: none"> <li>Soil, Plants and Planting</li> <li>Turf/Grasses</li> <li>Landscaping</li> </ul>                                                | Horticulture 16                    | Greenhouse and Nursery 26       | Greenhouse and Nursery 36       |
|                               |                                                                                                                                                                       |                                    | Landscaping 26                  | Landscaping and Maintenance 36  |
| Mechanics                     | <ul style="list-style-type: none"> <li>Two-stroke Engine</li> <li>Four-stroke Engine</li> <li>Car Care and Maintenance</li> </ul>                                     | Auto Mechanics 16                  | Auto Services 26                | Auto Services 36                |
|                               |                                                                                                                                                                       |                                    | Auto Mechanics 26               | Auto Mechanics 36               |
| Materials                     | <ul style="list-style-type: none"> <li>Layout, Design and Drafting</li> <li>Woods</li> <li>Metals</li> <li>Plastics</li> <li>Ceramics</li> <li>Electricity</li> </ul> | Construction: Metal Fabrication 16 | Metal Fabrication 26            | Metal Fabrication 36            |
|                               |                                                                                                                                                                       |                                    | Construction Systems 26*        | Construction Systems 36         |
|                               |                                                                                                                                                                       | Construction: Building 16*         | Woodworking and Cabinetry 26    | Woodworking and Cabinetry 36    |
|                               |                                                                                                                                                                       |                                    | Wood Frame Construction 26      | Wood Frame Construction 36      |
|                               |                                                                                                                                                                       | Natural Resources 16               | Oil and Gas 26                  | Oil and Gas 36                  |
|                               |                                                                                                                                                                       |                                    | Forestry 26                     | Forestry 36                     |
|                               |                                                                                                                                                                       |                                    | Agriculture 26                  | Agriculture 36                  |
|                               |                                                                                                                                                                       | Cosmetology 16                     | Cosmetology 26                  | Cosmetology 36                  |
|                               |                                                                                                                                                                       |                                    | Esthetics 26                    | Esthetics 36                    |
|                               |                                                                                                                                                                       |                                    |                                 |                                 |

★Note: Students who take Construction: Building 16 may take Construction Systems 26.





